

Assessment Recommendations for

Eureka Math *A Story of Units*

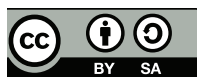
Second Grade – Module 1

2015-2016

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Materials based on Eureka Math Version 3.



Module Assessment Overview

Purpose of Assessments

Mid-Module Assessment: These tasks address approximately the **first half** of the module's learning objectives, and provide important information for instruction and for grading.

End-of-Module Assessment: These tasks are based on all standards addressed in order to gauge students' full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

Administration of Assessments

- Mid- and End-of-Module Assessments are designed to be completed in approximately one math session. However, The tests can be given over multiple days as needed.
- Assessments are designed to be completed independently by students, without assistance.
- Items can be read to students as needed. (Read the items as written; do not reword.)
- These tasks should not be preceded by review of similar problems.

Grading Guidance

The grading scale on Elementary Report Cards has been changed for 2015-2016 and beyond. Please note that **4 now indicates advanced understanding of grade level standards expected at this time of year.**

4 – Advanced: Student demonstrates advanced understanding of grade level standards expected at this time of year.

3 – Proficient: Student demonstrates proficiency with grade level standards expected at this time of year.

2 – Basic: Student demonstrates basic understanding of grade level standards expected at this time of year. Student needs additional support and practice.

1 – Below Basic: Student demonstrates minimal understanding of grade level standards expected at this time of year. Student needs significant support and practice.

Rubrics and Checklists have been updated to reflect this change. Rubrics have been further modified from Eureka Math originals for clarity, accuracy, and alignment to Bethel's grade scale.

General Grading Guidance:

- On the report card, student learning is reported by CCSS domain. The Second Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.
- Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

Module 1 Grading Guidance:

- *Standard 2.OA.2 is only assessed in Second Grade Module 1.* The remaining standards assessed in this module will be assessed again in Module 4. (See checklist on page 3.)
- Two of the four items on this test contain standards from two domains. For items 1 and 3, we recommend double scoring. That is, record up to 4 points for OA and NBT for each item. The score sheet has been adjusted to reflect this recommendation.

Grade 2 Common Core State Standards Checklist by Module

This grade-level chart provides an at-a-glance view of when each standard is addressed. Shaded boxes indicate standards that are first assessed in Module 1. Some standards may be assessed again in future modules. *Note that standards included in major clusters are followed by an asterisk (*)*. Please refer to the Curriculum Overview of A Story of Units for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

CCSS		GRADE 2 MODULES							
		1	2	3	4	5	6	7	8
2.OA	1*	X			X				
	2*	X							
	3*						X		
	4*						X		
2.NBT	1a*			X					
	1b*			X					
	2*			X					
	3*			X					
	4*			X					
	5*	X			X				
	6*				X				
	7*				X	X			
	8*				X	X			
	9*				X	X			
2.MD	1*		X					X	
	2*		X					X	
	3*		X					X	
	4*		X					X	
	5*		X					X	
	6*		X					X	
	7								X
	8							X	
	9							X	
	10							X	
2.G	1								X
	2						X		
	3								X

Second Grade Module 1: End-of-Module Assessment Task Score Sheet

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student **CAN** do now, and what they need to work on next.

Score Key: A Progression of Learning			
Little or no evidence of reasoning with an incorrect answer.	Evidence of some reasoning with an incorrect answer.	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.	Evidence of solid reasoning with a correct answer.
(1 Point)	(2 Points)	(3 Points)	(4 Points)

Module 1: End-of-Module Assessment					
Question	Domain		Standards		
	Operations and Algebraic Thinking	Number and Operations in Base-Ten	2.OA.1	2.OA.2	2.NBT.5
1	1 2 3 4	1 2 3 4		X	X
2	1 2 3 4			X	
3	1 2 3 4	1 2 3 4		X	X
4	1 2 3 4		X		

Domain Score	Operations and Algebraic Thinking	Number and Operations in Base-Ten
Level		
Level 4	14-16 points	7-8 points
Level 3	10-13 points	5-6 points
Level 2	6-9 points	3-4 points
Level 1	4-5 points	2 points

Note: For more information about standards assessed in this module, see back of this score sheet.

Note: The lowest rubric score is 1. Therefore, any student scoring at level 1 for each assessment item will still be assigned 4 points. This translates to a score of 1 in the grade book.

Second Grade Module 1: End-of-Module Assessment Task Score Sheet (continued)

Second Grade Module 1: End-of-Module Assessment Task (Topics A-C) Clusters and Standard Addressed

Represent and solve problems involving addition and subtraction.

- 2.OA.1** Use addition and subtraction within 100 to solve one-and two-step problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1.)

Add and subtract within 20.

- 2.OA.2** Fluently add and subtract within 20 using mental strategies. (See standard 1.OA.6 for a list of mental strategies.) By end of Grade 2, know from memory all sums of two one-digit numbers.

Use place value understanding and properties of operations to add and subtract.

- 2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Second Grade Module 1: End-of-Module Assessment Task Rubric

Second Grade Module 1 End-of-Module: A Progression of Learning				
Assessment Task Item and Standards Addressed	STEP 1 Little or no evidence of reasoning with an incorrect answer. (1 Point)	STEP 2 Evidence of some reasoning with an incorrect answer. (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer. (4 Points)
1 2.OA.2 2.NBT.5 Please use this rubric to score both domains.	The student correctly solves 0-1 out of the six parts.	The student correctly solves 2-3 of the six parts.	The student correctly solves 4-5 of the six parts.	Student correctly answers 6 of the six parts. (See below.)
	a. (1) 22 b. (2) 42 c. (3) 7 d. (4) 73 e. (5) 96 f. (6) 74 The correct answer is evidence of solid reasoning.			
2 2.OA.2	The student correctly solves 0-1 of the six parts.	The student correctly solves 2-3 of the six parts.	The student correctly solves 4-5 of the six parts.	Student correctly answers 6 of the six parts. (See below.)
	a. (1) Student correctly answers 31 stickers; (2) writes the number sentence $25 + 6$ or $6 + 25$ to solve; (3) Writes a complete number statement to answer how many stickers Trevor has now. b. (4) answers 33 stickers; (5) writes the number sentence $40 - 7$ to solve; (6) writes a statement to answer how many stickers James has not.			
3 2.OA.2 2.NBT.5 Please use this rubric to score both domains.	The student correctly solves 0-1 of the six parts.	The student correctly solves 2-3 of the six parts.	The student correctly solves 4-5 of the six parts.	The student correctly answers 6 of the six parts. (See below.)
	a. (1) 6 b. (2) 35 c. (3) 47 d. (4) 96 e. (5) 72 f. (6) 25 The correct answer is evidence of solid reasoning.			
4 2.OA.1	The student correctly solves 0 of the three parts.	The student correctly solves 1 of the three parts.	The student correctly solves 2 of the three parts.	The student correctly answers 3 of the three parts. (See below.)
	a. (1) Answers 35 markers. b. (2) Writes the number sentence $42 - 7 = 35$ or $7 + 35 = 42$ to solve. c. (3) Writes a complete statement to answer how many markers Tammy has now.			

Assessment Recommendations for Eureka Math A Story of Units
Second Grade Module 1: End-of-Module Assessment Task Key

Name Mike

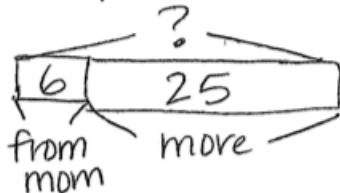
Date _____

1. Solve.

<p>a.</p> $18 + 4 = \underline{22}$ <div style="margin-left: 40px;"> $\begin{array}{r} 18 \\ + 4 \\ \hline 22 \end{array}$ </div> $18 + 2 = 20$ $20 + 2 = 22$	<p>b.</p> $48 - 6 = \underline{42}$
<p>c.</p> $15 - 8 = \underline{7}$ <div style="margin-left: 40px;"> $\begin{array}{r} 15 \\ - 8 \\ \hline 7 \end{array}$ </div> $10 - 8 = 2$ $5 + 2 = 7$	<p>d.</p> $8 + 65 = \underline{73}$ <div style="margin-left: 40px;"> $\begin{array}{r} 8 \\ + 65 \\ \hline 73 \end{array}$ </div> $65 + 5 = 70$ $70 + 3 = 73$
<p>e.</p> $66 + 30 = \underline{96}$	<p>f.</p> $83 - 9 = \underline{74}$ <div style="margin-left: 40px;"> $\begin{array}{r} 83 \\ - 9 \\ \hline 74 \end{array}$ </div> $10 - 9 = 1$ $73 + 1 = 74$

2. Write a number sentence and statement to answer the sticker questions below. Include a math drawing if you like.

- a. Trevor's mom gave him 6 stickers to start his collection. He received 25 more for his birthday. How many stickers does Trevor have now?



$$25 + 6 = \underline{31}$$

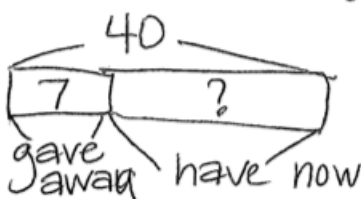
$\begin{array}{r} 25 \\ + 6 \\ \hline 31 \end{array}$

Now Trevor has 31 stickers.

$$25 + 5 = 30$$

$$30 + 1 = 31$$

- b. James has 40 stickers and gives away 7. How many stickers does James have now?



$$40 - 7 = \underline{33}$$

$\begin{array}{r} 40 \\ - 7 \\ \hline 33 \end{array}$

Now James has 33 stickers.

$$10 - 7 = 3$$

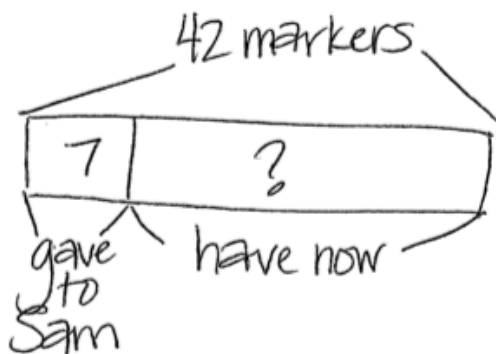
$$30 + 3 = 33$$

Second Grade Module 1: End-of-Module Assessment Task Key (continued)

3. Solve.

<p>a.</p> $13 - 7 = \underline{6}$ $\begin{array}{r} 1 \\ 3 \end{array} 10 \quad 10 - 7 = 3$ $3 + 3 = 6$	<p>b.</p> $29 + 6 = \underline{35}$ $\begin{array}{r} 1 \\ 29 \end{array} 5 \quad 29 + 1 = 30$ $30 + 5 = 35$
<p>c.</p> $42 + 5 = \underline{47}$	<p>d.</p> $36 + 60 = \underline{96}$
<p>e.</p> $80 - 8 = \underline{72}$ $\begin{array}{r} 1 \\ 70 \end{array} 10 \quad 10 - 8 = 2$ $70 + 2 = 72$	<p>f.</p> $85 - 60 = \underline{25}$

4. Tammy gave 7 markers to Sam. She started with 42 markers. How many markers does Tammy have now? Write a number sentence and statement to answer. Include a math drawing if you like.



$$42 - 7 = \underline{35}$$

$$\begin{array}{r} 1 \\ 32 \end{array} 10$$

$$10 - 7 = 3$$

$$32 + 3 = 35$$

Now Tammy has 35 markers.